

Jackson School

1109 Campbell Street
Camden, South Carolina

Grades	K-5 Elementary School	
Enrollment	410 Students	
Principal	Gerald Gary	803-425-8965
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

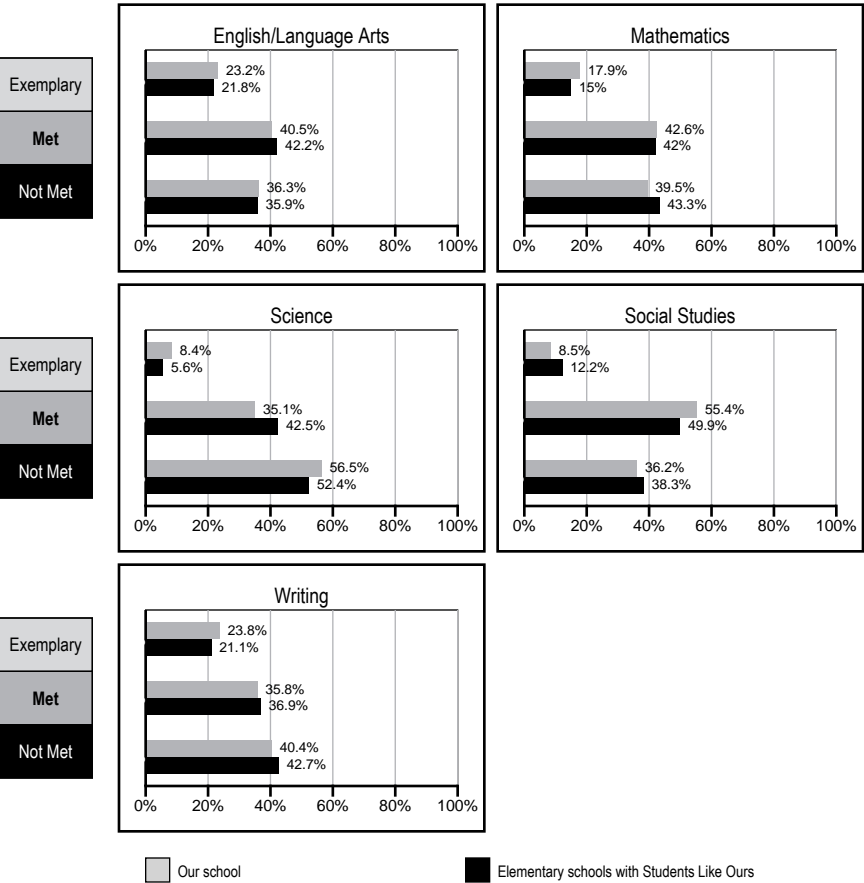
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	64	61	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=410)				
First graders who attended full-day kindergarten	97.1%	Down from 100.0%	100.0%	100.0%
Retention rate	4.0%	Up from 2.6%	2.4%	1.9%
Attendance rate	95.5%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	7.5%	Up from 4.5%	3.1%	10.0%
With disabilities other than speech	5.6%	Down from 7.8%	7.4%	7.7%
Older than usual for grade	2.1%	Up from 1.1%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	68.8%	Down from 76.7%	57.1%	59.4%
Continuing contract teachers	84.4%	Up from 76.7%	71.6%	80.0%
Teachers with emergency or provisional certificates	3.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.8%	No Change	81.6%	85.9%
Teacher attendance rate	95.2%	Up from 94.9%	95.2%	95.1%
Average teacher salary*	\$47,642	Up 5.3%	\$45,790	\$47,149
Professional development days/teacher	7.0 days	Down from 13.2 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Down from 19.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 87.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,234	Up 10.2%	\$8,668	\$7,458
Percent of expenditures for instruction**	70.6%	Up from 69.2%	68.3%	68.8%
Percent of expenditures for teacher salaries**	65.9%	No Change	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Jackson School focuses on meeting the needs of individual students, which in turn creates group success. We pride ourselves on creating an atmosphere in which our parents feel invited and appreciated, and we feel that this has contributed to the warm relationship between parents and teachers. We are proud of the fact that all classrooms have SMART Boards and other Multimedia technology to enhance instruction. Our developmentally appropriate space for students has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be one of the strengths of our program. As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on the test scores of individual students. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on discipline, morale, and meeting the needs of a diverse community. Many variables are included in providing the very best learning environment for all students. As a team, we will continue to strive to provide the very best educational setting for all students.

Gerald E. Gary, Principal; DuJuan Council, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	56	15
Percent satisfied with learning environment	93.3%	76.8%	80.0%
Percent satisfied with social and physical environment	100.0%	60.7%	73.3%
Percent satisfied with school-home relations	80.0%	81.8%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	200	100	36.3	40.5	23.2	78.9	86.1	82.8	Yes	Yes
Gender										
Male	103	100	43.4	39.4	17.2	74.7	82.7	79.3	N/A	N/A
Female	97	100	28.6	41.8	29.7	83.5	89.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	25	100	25	41.7	33.3	83.3	89.7	89.5	I/S	I/S
African American	162	100	39.9	41.2	19	77.8	78.3	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	30	100	81.5	14.8	3.7	37	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	173	100	39.4	38.2	22.4	77	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	200	100	39.5	42.6	17.9	68.4	81.7	78.9	Yes	Yes
Gender										
Male	103	100	42.4	40.4	17.2	65.7	79.6	77	N/A	N/A
Female	97	100	36.3	45.1	18.7	71.4	84	80.9	N/A	N/A
Racial/Ethnic Group										
White	25	100	16.7	41.7	41.7	87.5	86.7	87.2	I/S	I/S
African American	162	100	45.1	42.5	12.4	64.1	70.8	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	77.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	30	100	81.5	14.8	3.7	33.3	49	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	173	100	41.8	42.4	15.8	66.7	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	139	100	56.5	35.1	8.4	43.5	70.6	67.5
Gender								
Male	76	100	58.9	32.9	8.2	41.1	69.1	67
Female	63	100	53.4	37.9	8.6	46.6	72.3	68
Racial/Ethnic Group								
White	17	100	43.8	37.5	18.8	56.3	77.5	79.5
African American	116	100	60.6	34.9	4.6	39.4	56.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	59.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	5.6	39.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	51.9	59.6
Socio-Economic Status								
Subsided meals	121	100	60	32.2	7.8	40	60.2	55.1

Social Studies

All Students	137	100	36.2	55.4	8.5	63.8	73.4	72.3
Gender								
Male	67	100	34.4	56.3	9.4	65.6	72.6	71.5
Female	70	100	37.9	54.5	7.6	62.1	74.3	73.2
Racial/Ethnic Group								
White	20	100	15	65	20	85	78.4	80.7
African American	105	100	41.8	54.1	4.1	58.2	62.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	50	48.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.6	67.9
Socio-Economic Status								
Subsided meals	119	100	38.4	53.6	8	61.6	64	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	198	99.5	40.4	35.8	23.8	59.6	75.7	70.2	95.5	95.7
Gender										
Male	103	99	51.5	29.7	18.8	48.5	69.1	63.2	95.1	95.5
Female	95	100	28.3	42.4	29.3	71.7	82.6	77.5	95.9	95.9
Racial/Ethnic Group										
White	25	100	28	40	32	72	80.9	79.1	95.1	95.5
African American	160	99.4	43.9	36.1	20	56.1	64	57.6	95.6	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96.4	96.1
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.3	62.6	94.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	95	91.7
Disability Status										
Disabled	29	100	89.7	3.4	6.9	10.3	29.9	26.1	95	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70.3	61.2	96	96.2
Socio-Economic Status										
Subsidized meals	175	99.4	43.5	33.5	22.9	56.5	64.8	58.9	95.4	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	59	100	29.8	29.8	40.4	70.2
	4	76	100	36.6	47.9	15.5	63.4
	5	65	100	41.9	41.9	16.1	58.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	59	100	36.8	36.8	26.3	63.2
	4	76	100	26.8	53.5	19.7	73.2
	5	65	100	56.5	35.5	8.1	43.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	62.1	31	6.9	37.9
	4	76	100	52.1	36.6	11.3	47.9
	5	33	100	61.3	35.5	3.2	38.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	21.4	67.9	10.7	78.6
	4	76	100	29.6	59.2	11.3	70.4
	5	32	100	N/AV	N/AV	N/AV	35.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	59	100	27.6	22.4	50	72.4
	4	75	98.7	40.3	43.1	16.7	59.7
	5	64	100	52.4	39.7	7.9	47.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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